

ALASKA ALIGNMENT FOR NIH SUPPLEMENT THE SCIENCE OF MENTAL ILLNESS

THE SCIENCE OF MENTAL ILLNESS		
Alaska Science PSGLE: Grades 6 – 8		
Grade 6		
Lesson	PSGLE	Descriptor
All lessons	[6] SA1.1	Asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring and communicating.
All lessons	[6] SA2.1	Identifying and differentiating fact from opinion.
4	[6] SE1.1	Recognizing that technology cannot always provide successful solutions for problems or fulfill every human need.
2, 3, 4	[6] SE2.2	Comparing the student's work to the work of peers in order to identify multiple paths that can be used to investigate a question or problem.
Grade 7		
All lessons	[7] SA1.1	Asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring and communicating.
All lessons	[7] SA2.1	Identifying and evaluating the sources used to support scientific statements.
1, 4, 5	[7] SC2.3	Identifying and describing the functions of human organs (i.e., heart, lungs, brain).
2, 3, 4	[7] SE2.2	Comparing the student's work to the work of peers in order to identify multiple paths that can be used to investigate a question or problem.
4, 6	[7] SG3.1	Revising a personal idea when presented with experimental/observational data inconsistent with that personal idea (e.g., the rates of falling bodies of different masses).
Grade 8		
All lessons	[8] SA1.1	Asking questions, predicting, observing, describing, measuring, classifying, making generalizations, inferring and communicating.
All lessons	[8] SA2.1	Recognizing and analyzing differing scientific explanations and models.
1, 2, 4, 5	[8] SC2.2	Explaining that most organisms utilize inherited and learned behaviors to meet the basic requirements of life.
All lessons	[8] SC2.3	Describing the functions and interdependence of human body systems (i.e., circulatory, respiratory, nervous).
2, 3, 4	[8] SE2.2	Comparing the student's work to the work of peers in order to identify multiple paths that can be used to investigate and evaluate potential solutions to a question or problem.
4, 6	[8] SG3.1	Revising a personal idea when presented with experimental/observational data inconsistent with that personal idea (e.g., the rates of falling bodies of different masses).

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Alaska Mathematics PSGLE: Grades 6 – 8		
Grade 6		
Lesson	PSGLE	Descriptor
3	[6] S&P-2	Using information from a variety of displays (tables, bar graphs, line graphs, circle graphs, or Venn diagrams).
3	[6] PS-5	Using real-world contexts such as social studies, friends, school and community.
Grade 7		
3	[7] PS-5	Using real-world contexts such as science, humanities, peers, and community.
Grade 8		
3	[8] PS-5	Using real-world contexts such as science, humanities, peers, community, and careers.
Alaska Reading PSGLE: Grades 6 – 8		
Grade 6		
Lesson	PSGLE	Descriptor
All lessons	[6] 2.1.1	Demonstrating knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar).
All lessons	[6] 2.1.2	Determining the meaning of unfamiliar words using knowledge of word families, phonetics, context and visual cues, structural elements (contractions, compound words, root words, prefixes, suffixes, plurals).
All lessons	[6] 2.1.3	Obtaining information using text features including pictures, illustrations, text structure (e.g., bolded or italicized text, graphs, charts, headings, or subheadings).
All lessons	[6] 2.2.1	Locating information explicitly stated in narrative and informational text to answer literal-comprehension questions.
All lessons	[6] 2.2.4	Drawing conclusions based on information presented explicitly in the text (e.g., cause and effect, character motivation, predictions).
All lessons	[6] 2.4.1	Restating and summarizing main ideas or events in correct sequence after reading a text (e.g., paraphrasing, constructing a topic outline, using graphic organizers) or identifying accurate restatements and summaries of main ideas or events or generalizations of a text.
All lessons	[6] 2.5.1	Identifying the main idea or central concept in various types of texts.
All lessons	[6] 2.5.2	Locating information in narrative and informational text to answer questions related to main ideas or key details.
All lessons	[6] 2.5.3	Locating references from the text that support understanding of a main idea.
All lessons	[6] 2.6.1	Completing a task by following written, multi-step directions (e.g., basic science experiment).
All lessons	[6] 2.6.2	Identifying the sequence of steps in multi-step directions.
All lessons	[6] 2.9.1	Distinguishing fact from opinion in a text.

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<b>All lessons</b>	<b>[6] 2.9.3</b>	Expressing own opinion about material read and supporting opinions with evidence from text.
<b>Grades 7 &amp; 8</b>		
<b>All lessons</b>	<b>[7] 3.1.1 [8] 3.1.1</b>	Determining meanings of unfamiliar words in context using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins).
<b>All lessons</b>	<b>[7] 3.1.2 [8] 3.1.2</b>	Determining meanings of unfamiliar words in context, including words from other languages that have been adopted into English (e.g. déjà vu), using knowledge of language structure including using context clues, prior knowledge, and other resources (e.g. dictionaries, glossaries, thesauruses).
<b>All lessons</b>	<b>[7] 3.1.4 [8] 3.1.4</b>	Determining the meaning of words in context, including content-specific vocabulary, words with multiple meanings, or precise vocabulary (e.g., vague vs. ambiguous).
<b>All lessons</b>	<b>[7] 3.3.1 [8] 3.3.1</b>	Restating and summarizing main ideas or events, in correct sequence, after reading a text (e.g., paraphrasing, constructing a topic outline, charting or mapping main ideas or events) or identifies accurate restatements and summaries of main ideas or events or generalizations of a text.
<b>All lessons</b>	<b>[7] 3.3.2 [8] 3.3.2</b>	Connecting information within a text by making inferences and/or drawing conclusions across texts or other summarized information.
<b>All lessons</b>	<b>[7] 3.3.3 [8] 3.3.3</b>	Connecting new information or ideas to prior knowledge and experience by citing or explaining relevant examples or concepts (e.g., cells get energy from glucose just as cars get energy from gas).
<b>All lessons</b>	<b>[7] 3.4.1 [8] 3.4.1</b>	Identifying or explaining the main ideas in various types of texts (. i.e., recognizing or developing appropriate titles, generalizations, assertions).
<b>All lessons</b>	<b>[7] 3.4.2 [8] 3.4.2</b>	Locating information in narrative and informative text to answer questions related to main ideas or key details.
<b>All lessons</b>	<b>[7] 3.4.4 [8] 3.4.4</b>	Explaining connections among main ideas/concepts (text to self, text to text, text to world).
<b>All lessons</b>	<b>[7] 3.5.1 [8] 3.5.1</b>	Completing a task by following written, multi-step directions (e.g., answer a multi-faceted text question).
<b>All lessons</b>	<b>[7] 3.5.2 [8] 3.5.2</b>	Identifying the sequence of steps in a list of directions (e.g., what is the first step, what is the second step).
<b>Alaska Writing PSGLE: Grades 6 – 8</b>		
<b>Grade 6</b>		
<b>Lesson</b>	<b>PSGLE</b>	<b>Descriptor</b>
<b>All lessons</b>	<b>[6] 2.1.1</b>	Writing a story or composition of at least two paragraphs with a topic sentence (which may include a lead or hook), maintaining a focused idea and including supporting details.
<b>All lessons</b>	<b>[6] 2.1.2</b>	Using paragraph form: indents or uses paragraph breaks, and places paragraph breaks appropriately.
<b>All lessons</b>	<b>[6] 2.1.3</b>	Organizing and sequencing ideas logically to establish clear relationships within and between paragraphs (e.g., using

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		transition words or phrases that reveal order or chronology, comparison/contrast).
<b>All lessons</b>	<b>[6] 2.1.4</b>	Writing a concluding statement.
<b>All lessons</b>	<b>[6] 2.2.2</b>	Writing in a variety of nonfiction forms using appropriate information and structure (i.e., step-by-step directions, descriptions, observations, or report writing).
<b>2, 3, 4</b>	<b>[6] 2.2.4</b>	Using diagrams, charts or illustrations with captions or labels in research projects or extended reports.
<b>All lessons</b>	<b>[6] 2.3.2</b>	Identifying and/or correcting mistakes in spelling (e.g., grade-appropriate, high-frequency words, homophones, and contractions).
<b>All lessons</b>	<b>[6] 2.3.3</b>	Identifying and/or correcting mistakes in punctuation (i.e., quotation marks for dialogue, commas in dates, salutations and closings in letters, and commas in a series) and capitalization.
<b>All lessons</b>	<b>[6] 2.3.4</b>	Identifying and/or correcting mistakes in usage (i.e., subject/verb agreement, verb tense, sentence fragments and run-on sentences, possessives, and pronouns).
<b>Grade 7</b>		
<b>All lessons</b>	<b>[7] 3.1.1</b>	Writing a thesis statement that identifies the focus or controlling idea for the entire composition.
<b>All lessons</b>	<b>[7] 3.1.2</b>	Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement.
<b>All lessons</b>	<b>[7] 3.1.3</b>	Organizing ideas using appropriate structures (e.g., order by chronology, importance, comparison and contrast) to maintain the unity of the composition with a variety of transitional words and phrases.
<b>All lessons</b>	<b>[7] 3.1.4</b>	Writing a conclusion that supports the thesis or summarizes the main ideas.
<b>All lessons</b>	<b>[7] 3.3.2</b>	Applying rules of spelling (e.g., homophones, irregular plurals, and contractions).
<b>All lessons</b>	<b>[7] 3.3.3</b>	Applying rules of punctuation (i.e., commas, quotation marks, and apostrophes).
<b>All lessons</b>	<b>[7] 3.3.4</b>	Applying rules of capitalization (e.g., titles and proper nouns).
<b>All lessons</b>	<b>[7] 3.3.5</b>	Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure).
<b>Grade 8</b>		
<b>All lessons</b>	<b>[8] 3.1.1</b>	Incorporating the thesis statement, which identifies the focus or controlling idea for the entire composition, into an introductory paragraph.
<b>All lessons</b>	<b>[8] 3.1.2</b>	Writing in paragraphs that include relevant details and evidence that support the main idea of the paragraph and thesis statement.
<b>All lessons</b>	<b>[8] 3.1.3</b>	Organizing ideas using appropriate structures (e.g., order by chronology, importance, comparison and contrast, classification and definition) to maintain the unity of the composition with a variety of transitional words and phrases.
<b>All lessons</b>	<b>[8] 3.1.4</b>	Writing a concluding paragraph (e.g., restating the thesis and summarizing the main point).
<b>All lessons</b>	<b>[8] 3.3.2</b>	Applying rules of spelling (e.g., homophones, irregular plurals, and contractions).
<b>All lessons</b>	<b>[8] 3.3.3</b>	Applying rules of punctuation (i.e., commas, quotation marks, apostrophes, parentheses, and colons).

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All lessons	[8] 3.3.4	Applying rules of capitalization (e.g., titles and proper nouns).
All lessons	[8] 3.3.5	Applying rules of usage (i.e., verb tense, subject/verb agreement, possessives, pronouns, adjectives, adverbs, and sentence structure).
<b>National Health Education Standards – Grades 6 – 8</b> Cited from National Health Education Standards, Pre K-12, American Cancer Society, 2 <sup>nd</sup> Edition, 2007		
Lesson	Standard	Performance Indicator
3, 4, 5, 6	1.8.1	Analyze the relationship between healthy behaviors and personal health.
3, 4, 5, 6	1.8.2	Describe the interrelationship of emotional, intellectual, physical, and social health in adolescence.
3, 5, 6	1.8.3	Analyze how the environment impacts personal health.
3, 5, 6	1.8.4	Describe how family history can impact personal health.
3, 5, 6	1.8.5	Describe ways to reduce or prevent injuries and other adolescent health problems.
3, 4, 5, 6	1.8.7	Describe the benefits and barriers to practicing healthy behaviors.
3, 5, 6	1.8.8	Examine the likelihood of injury or illness if engaging in unhealthy behaviors.
3, 5, 6	1.8.9	Examine the potential seriousness of injury or illness if engaging in unhealthy behaviors.
3, 4, 5, 6	2.8.1	Examine how family influences the health of individuals.
3, 5, 6	2.8.3	Describe how peers influence healthy and unhealthy behaviors.
3, 5, 6	2.8.5	Analyze how messages from the media influence personal and family health.
3, 4, 5, 6	2.8.8	Explain the influence of personal values and beliefs on individual health practices and behaviors.
3, 4, 5, 6	2.8.9	Describe how some health risk behaviors can influence the likelihood of engaging in unhealthy behaviors.
4, 5, 6	2.8.10	Explain how school and public health policies can influence health promotion and disease prevention.
2, 3, 4, 5, 6	3.8.1	Analyze the validity of health information, products, and services.
2, 3, 4, 5, 6	3.8.4	Describe situations that may require professional health services.
3, 4, 5, 6	4.8.1	Apply effective verbal and nonverbal communication skills to enhance health.
3, 4, 5, 6	5.8.1	Identify circumstances that can help or hinder healthy decision-making.
4, 5, 6	5.8.2	Determine when health-related situations require the application of a thoughtful decision-making process.
4, 5, 6	5.8.3	Distinguish when individual or collaborative decision-making is appropriate.
4, 5, 6	5.8.5	Predict the potential short and long-term impact of each alternative on self and others.
4, 5, 6	5.8.6	Choose healthy alternatives over unhealthy alternatives when making a decision.
4, 5, 6	5.8.7	Analyze the outcomes of a health-related decision.
3, 5, 6	6.8.1	Assess personal health practices.
3, 5, 6	6.8.2	Develop a goal to adopt, maintain, or improve a personal health practice.

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<b>3, 5, 6</b>	<b>6.8.3</b>	Apply strategies and skills needed to attain a personal health goal.
<b>3, 4, 5, 6</b>	<b>6.8.4</b>	Describe how personal health goals can vary with changing abilities, priorities, and responsibilities.
<b>3, 4, 5, 6</b>	<b>7.8.1</b>	Explain the importance of assuming responsibility for personal health behaviors.
<b>3, 5, 6</b>	<b>7.8.2</b>	Demonstrate healthy practices and behaviors that will maintain or improve the health of self and others.
<b>3, 5, 6</b>	<b>7.8.3</b>	Demonstrate behaviors to avoid or reduce health risks to self and others.
<b>2, 3, 4, 5, 6</b>	<b>8.8.1</b>	State a health enhancing position on a topic and support it with accurate information.
<b>3, 4, 5, 6</b>	<b>8.8.2</b>	Demonstrate how to influence and support others to make positive health choices.
<b>3, 4, 5, 6</b>	<b>8.8.4</b>	Identify ways that health messages and communication techniques can be altered for different audiences.